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ABSTRACT

This manual was prepared for use by adult education teachers in facilitating a self-directed learning (SDL) group for students based on the modules described in the manual. The SDL group involves 10 sessions with specific objectives and activities for each session. Following an introduction, the manual is organized in five additional sections. The first section provides tips for working with small groups, i.e., information on small group dynamics and helpful facilitative responses. The second section contains instructions for facilitating the self-directed learning group and instructions for preparing for the 10 sessions. Objectives, preparations, activities, and assignments for each session are provided. The third section is a flipchart master list for use in preparing for the sessions; it is followed by a list of 11 references and a bibliography of 76 resources on self-directed learning and self-concept. An appendix provides a questionnaire for evaluating the group process. (KC)

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Increasing Readiness for Self-Directed Learning

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10 Group Exercises for Adults

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INCREASING READINESS FOR SELF-DIRECTED LEARNING: A FACILITATOR'S MANUAL FOR TEN SELF-DIRECTED LEARNING GROUP MODULES FOR ADULTS

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May 1987

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I

INTRODUCTION

This manual has been prepared for use by Adult Education teachers in facilitating a self-directed learning (SDL) group for students based on the modules described in the manual. The SDL group will involve ten sessions with specific objectives and activities for each session.

The promotion of a self-directed learning approach in adult education programs is an answer to the problem of adult functional illiteracy, and to that of improving and enhancing the learning experiences of all adult education students. Adult education can be most effective if its approach is aimed at the general growth and development of the adult learner rather than just reading and writing skills (Harman, 1984) and other academic skills. The use of a self-directed learning group will encourage growth and development of the adult student by promoting independence and self-understanding, and by providing a strong support system from the learning group.

The ability to be a self-directed learner is a necessity in our present environment of constant change in knowledge and technology. Self-directed learners are creative and independent in their learning efforts (Knowles, 1980). If adult education

students could develop the skills and abilities of self-direction in learning, they could have more control over their own learning. This increased sense of control is likely to result in increased motivation and enthusiasm for learning.

Teaching adult students what self-directed learning is and the skills it requires before they begin a self-directed learning activity is thought to be an important effort in increasing self-directed learning (Garstka, 1984; Knowles, 1985). The students' anxiety will be reduced by becoming familiar with the concept and they will feel more confident in pursuing self-directed learning. Several authorities pointed out that self-directed learning will be most effectively encouraged if the adult educator takes steps to increase the adult student's self-understanding (Kasworm, 1983; Sabbaghian, 1979). Learning groups are recommended as an effective means of fostering self-understanding, providing support, increasing self-esteem, and ultimately increasing self-directed learning in adult education students.

The purpose of the self-directed learning group modules is to provide a more effective approach to adult education through responding to the psychological needs, as well as the educational needs, of the adult education student. Such a group is expected to increase self-directed learning readiness and self-concept in the student.

The remainder of the manual will provide information to

assist the reader in facilitation of the SDL group for adult education students. Suggestions will be provided for working with small groups in Section II, and Section III provides specific instructions regarding facilitation of the SDL group. A flip chart master list is included in section IV to assist you in preparing for the sessions.

II

TIPS FOR WORKING WITH SMALL GROUPS

Adult education teachers are typically not prepared through education or experience to conduct groups. This section will present some tips to assist you in effectively facilitating the SDL group. The self-directed learning group will be most effective if you facilitate it in much the same way that various counseling groups are conducted. Facilitating any small group effectively requires certain skills, attitudes, and abilities. Many of the "tips" provided in this section will be based on recommendations by authorities on group and individual counseling. The use of approaches that are used in counseling seems particularly appropriate for this people-oriented approach to adult education. Specific topics pertinent to the facilitation of a group that will be addressed are small group dynamics and helpful facilitative responses.

SMALL GROUP DYNAMICS

An effective group is one whose members share the same goal or purpose for the group. The effective group has a sensitive facilitator who encourages group enthusiasm and participation.

Individual members are valued for their unique contributions to the group and are encouraged to express their views and needs (Haber, 1984). As the group facilitator, you will be the key to a successful group experience. It is important that you, as the leader of the group, are aware of your behavior and how it affects the other group members. You need to be aware of the roles each member plays in the group; and not only what is being said in the group but also the underlying meaning that what is said has for the group (Taylor, 1980). It is important that you are sensitive to verbal and nonverbal messages of the group so that you can facilitate open and direct communication. If a person appears sad, angry, or elated in the group, a supportive response to what appears to be the underlying need may "clear the air" and open communication. An example of a response is, "YOU SEEM VERY UPSET ABOUT SOMETHING TONIGHT, JOHN. LET'S TALK ABOUT IT" or "I NOTICED YOU TIGHTENING YOUR FIST, JIM. ARE YOU ANGRY ABOUT SOMETHING?" Other examples will be presented under Helpful Facilitative Responses.

Two factors that are considered essential in an effective group are interpersonal learning and group cohesiveness. Since problems in individuals reflect problems in relationships with others, it is helpful to learn about self in a group situation. In a group the members help each other in identifying significant aspects of their interpersonal behavior. Strengths and weaknesses, distortions, and unacceptable behavior are

discovered through observations of the group and the individual. You can facilitate this growth process through encouraging accurate and supportive feedback (Yalom, 1975).

Cohesiveness refers to the attachment and closeness that members feel for their group and other group members. It is a very important factor in a successful group. Members in cohesive groups are more likely to remain in the group, are more supportive and accepting of each other, and are more likely to form close relationships. In a cohesive group, members are more apt to feel comfortable enough to express themselves and to look more openly at parts of themselves they could not see before. You can facilitate this cohesiveness through efforts to promote the sharing of feelings and acceptance of members by the group (Yalom, 1975). The following is a list of do's and don'ts for facilitating group cohesiveness that will provide you with some guidance in this very important effort:

DO	DON'T
1. Include all group members.	1. Allow a member or members to monopolize the group time.
2. Make comments which show that you value the contributions of each member of the group. Example: "YOU HAVEN'T SAID MUCH, JILL.	2. Overlook an unpleasant look, comment or physical response because it is difficult for you to respond to negativity. (The problem that is not

I'D VERY MUCH LIKE TO KNOW WHAT YOU THINK."

3. Demonstrate sincere interest in what is being said and implied in the group by an attitude of active listening and by interjecting appropriate comments.

4. Be alert to what is being said and the associated nonverbal behavior so that you can more clearly interpret the message being given.

5. Encourage all members to contribute their ideas and knowledge to the group.

6. Encourage support for one another in the group by asking for suggestions to help in individual problem solving.

dealt with will undermine the group's effectiveness.)

3. Allow your interest to be diverted from the group goals and the underlying agenda by personal concerns; or focusing your attention too much on issues within the group that are not group issues but individual ones.

4. Give your opinion or give personal examples to illustrate a point unless other members have been encouraged to do so first.

5. Push a member to contribute; instead, offer the opportunity in a nonthreatening way.

6. Allow members to respond in non-constructive ways to each other. (Confront any such behavior by asking the group to address it.

Example: "THERE SEEMS TO BE SOMETHING GOING ON BETWEEN SYLVIA AND MARY. WHAT DOES THE GROUP HAVE TO SAY ABOUT IT?")

The small group experience is a powerful way for people to learn about themselves together. It provides a place where people can be themselves and know that they are accepted. The closeness that develops in a cohesive group brings trust; and, therefore, the members can learn from constructive feedback in a supportive environment. Such a group experience in an SDL group will likely promote self-understanding and, therefore, may increase the student's ability to be self-directed in learning.

HELPFUL FACILITATIVE RESPONSES

The group facilitator's verbal and nonverbal responses can strongly influence the effectiveness of the group. If you respond in a way that is directed toward increasing the understanding of group members as a whole, your facilitative efforts will be most effective. This requires that you be very sensitive to what is being communicated both verbally and nonverbally. Some suggestions for responses to situations that are likely to occur will be provided in this section.

Careful listening to what is being said and to what is being

implied is very important. You should be aware of what is going on in the group but should limit interventions in the group process. It is most helpful for you, as the facilitator, to provide some guidance for group members but to allow the members to conduct the group as much as possible. There are some specific instances when you should intervene, however. If the discussion in the group is obviously not directed toward the goals of the group, it would be helpful to find out from the group the reason for this. If a member is obviously not being included in the group discussion, you can tactfully address a comment to the member that would elicit a response. It is always best to encourage other members to explore sensitive issues, such as feelings, without directing all of the discussion. If a member is monopolizing the group time, it is best to let the group members deal with it. However, if it seems that they are not going to do so, your redirection of the group might be helpful.

The following are examples of group situations and suggested facilitative responses:

Situation	Suggested Response
1. It is the fourth time the SDL group has met and two of the members have been discussing techniques of gardening for ten minutes.	1. "YOUR DISCUSSION IS AN INTERESTING ONE, BUT I AM CONCERNED THAT IT DOES NOT SEEM TO INCLUDE THE REST OF THE GROUP." After this

The discussion is unrelated to group goals, but other members seem unwilling to interrupt them.

2. It is the third time the group has met and most members seem quite comfortable and are interacting well. However, you notice one member who has participated very little with otners.

3. A member does not react in a group no matter how hard you try to involve him.

statement say nothing more and wait for comments from group members. Encourage expression of feelings.

2. Include the reclusive group member by a comment such as, "HOW DID YOUR PLANS FOR A SELF-DIRECTED LEARNING ACTIVITY GO THIS WEEK, MARY?" Calling her by name will show her that she is important enough that you remember her name and that you value her input. Do not push her if she is resistant to responding.

3. Some members may accomplish a lot in group even though they contribute very little verbally. It may be helpful to ask privately before or after the group why he or she does not interact more in the group. It is most helpful to do it in a

caring, supportive way like, "I NOTICE YOU DON'T SAY MUCH IN THE GROUP, JOE. LET'S TALK ABOUT IT." Attentive listening is very important here.

4. There appear to be two distinct groups within the group and there does not seem to be much group sharing or support.

4. A comment such as, "LET'S TALK ABOUT WHY THE GROUP SEEMS DIVIDED" will encourage members to look at what is going on. Group support and group goals are essential for the SDL group to be effective. Once the issue is out in the open, the members can find a solution, learn from it, and proceed to be a stronger group.

5. There is a conflict between two members of the group. One member admits to being angry with the other because she "attacked" him rather than giving him constructive feedback.

5. This issue is really a group problem and should be presented for the group to solve. Ask the other members, "WHAT DID YOU SEE HAPPENING?" If the facilitator handles this situation by encourag-

6. A 28 year-old, large, muscular man who expresses anger frequently and talks about his feelings and experiences constantly in the group has not stopped talking for 20 minutes.

ing input and supportive assistance from the group, it can become a growth-promoting experience for all.

6. Angry and aggressive people are usually that way because of a basic feeling of insecurity. An approach that preserves his dignity and supports him, but also sets limits on his monopolizing the group discussions is called for here. A response such as, "JAMES, SOME REALLY UPSETTING THINGS SEEM TO HAVE BEEN HAPPENING TO YOU. LET'S SEE HOW THE GROUP CAN HELP."

It is not possible to suggest responses for all situations that might occur in a small group experience. You will do well, however, if you remember some very basic rules. Caring, concern, sensitivity, and acceptance should be demonstrated by what you say and what you do not say. Nonverbal behavior is very easy to read, so it is crucial that you be aware of what you are

communicating nonverbally. Perhaps the following list of suggested personal characteristics will give you some guidelines for effective facilitation of the SDL group:

1. Demonstrate a pleasant and caring attitude at all times during involvement with the group. If you do not feel this way prior to time for the group to begin, it would be helpful to do whatever it takes to put negative issues aside until after the group meets.
2. Be aware of indicators that tell you that you are becoming tense, and take steps to decrease the tension prior to the group meeting.
3. Demonstrate to the group members that they are very special to you by remembering their names, projects, and personal information about them.
4. Demonstrate patience, acceptance, and tolerance of the group members. Remember that they are in the group to meet their needs, not yours. You will feel much more satisfaction if you discover what their needs are and assist them in meeting them.
5. Be aware of problems in facilitating the group as soon as they begin to occur and discuss them with your supervisor immediately. Remember that you are human too, and things will not always progress smoothly for you no matter how competent you are. This is especially true when you are working with people.

III

INSTRUCTIONS FOR FACILITATING THE ADULT EDUCATION SELF-DIRECTED LEARNING GROUP

This section will include guidelines for you to follow when facilitating the SDL group for adult education students. You will be conducting ten group sessions that last one hour each. Purposes of the SDL group are presented as well as information designed to help you in preparing for each of the group sessions. You are provided with objectives and a detailed description of activities (with examples) for each session to guide you in facilitating the group. Please read SELF-DIRECTED LEARNING: A GUIDE FOR TEACHERS AND LEARNERS by Malcolm Knowles (1975) before beginning the group sessions as a way of preparing you to facilitate the SDL group.

PURPOSE:

The adult education self-directed learning group modules are designed:

- to increase the learner's understanding of himself or herself as a learner,
- to increase the learner's understanding of the concept of self-directed learning, and
- to increase the learner's skill in planning, conducting, and

evaluating learner-directed learning activities.

PREPARING FOR THE SESSIONS

A major consideration prior to initiating the SDL group has to do with setting the climate for the group experience. The nature of the physical and psychological climate is important since the climate will contribute to the effectiveness of the group and retention of members in the group.

The environment should be one in which adult students will feel physically comfortable. Comfortable seating in an informal setting with groups arranged in a circle or semicircle is conducive to group interaction. The temperature of the room should neither be too cold or too warm, and lighting should be good. The group can decide their own rules about smoking.

You will set the tone of the psychological environment by the way you receive the students the first time you meet. Several things will influence the way you are received by the students. Initially, the students will respond to you based on your dress, speech, and manner. They will probably be more responsive if your clothes are not dramatically different from theirs, and if they can understand what you say. Therefore, it will be helpful if you consider this when preparing for the group. Dress that is casual, but neat and professional is recommended. Demonstration of respect for the students and the rich resources they have to

offer the group will be instrumental in enhancing their self-esteem and assuring that they remain active members of the group. This attitude of valuing others is a major factor in the retention of members in a small group and in encouraging active participation. Demonstration of respect for the group and its individual members and sensitivity to their needs will lead to a more productive group experience and greater learning on the part of the adult student.

CONDUCTING THE SESSIONS

Each of the ten sessions will be presented and discussed. Objectives, preparations, activities and assignments for each session will be provided. Detailed explanations and suggestions for the facilitation of each session will be included.

SESSION I

Objectives:

- To establish a climate in which the learner is invited to feel comfortable and accepted
- To encourage learners to identify other group participants as resources to be called upon in their learning experiences
- To encourage learners to identify resources they need from other learners, and those that they can provide to other

learners for their mutual learning

Materials Needed: Name tags, pen, flip charts #1 and #2

The first session is of crucial importance for the SDL group. What happens in this session sets the stage for the remainder of the sessions. It will determine in some cases whether members return for the remaining sessions or not. So, it is important to be prepared, be comfortable and relaxed, and have materials needed available and the room ready at least 30 minutes before the time for the group meeting. It is helpful to be available in the assigned meeting room 15 minutes before the meeting time so that you can greet the group members personally and give them each a name tag with the name they prefer to be called printed on it. You should also be wearing a printed name tag. Name tags will encourage the use of names and encourage the beginnings of relationships.

A presentation of time allotted for activities and the type of activities will be followed by a thorough discussion of each activity.

Time	Activity
15 minutes	Introduction and orientation to the group
30 minutes	Relationship Building Exercise
10 minutes	Discussion of the exercise

05 minutes Summary and discussion of project for next session

Introduction and Orientation to the Group

(15 minutes)

1. Display Flip Chart #1: Name

(Your Name)

2. Welcome members to the group and introduce yourself (name only) and tell where you live.
3. Ask members to introduce themselves and tell where they live.
4. Introduce the SDL group:
   - Purpose is for members to help each other learn better and faster, and have more control over how they learn
   - Involves learning what keeps group members from learning, and what can be done to change this
   - Includes planning what needs to be learned and carrying out plans to learn with help from each other

"GREAT THINGS CAN HAPPEN IF WE ALL WORK TOGETHER TO MAKE THEM HAPPEN!"

RELATIONSHIP BUILDING EXERCISE

(30 minutes)

Objectives

.To help learners begin to see other students as collaborators, and fellow human beings, and not competitors

.To help learners begin to identify resources each learner needs from, and can provide to, other learners for their mutual learning

Exercise

1. Ask each student to pair up with another student and each take five minutes to share the following information with the other. Ask them to be prepared to introduce their partner to the group.
   a. Their name and what name they prefer to be called;
   b. What they are -- work, background, family, interests, and what resources they may have to offer the other group members;
   c. Who they are -- something that makes them different from others, such as aspirations, needs, values, talents and feelings. Display flip chart # 2: Introductions.
2. Provide members with paper and pen to write information about the person they are interviewing.
3. At the end of the 10 minute interview time, ask each member

to introduce their partner.

4. After the introductions, if you are not paired up with another group member, introduce yourself following the same outline that the other members followed.

* Adapted from SELF-DIRECTED LEARNING: A GUIDE FOR LEARNERS AND TEACHERS (Knowles, 1975, p.71)

Discussion of the Exercise

(10 minutes)

1. Ask group members to identify resources in the group that might be helpful to them. Ask a question like, "WHAT EXPERIENCES OR ABILITIES DID OTHER PEOPLE DESCRIBE THAT YOU THINK MIGHT BE HELPFUL TO YOU?"
2. Allow time for the group to think about the question.
3. If there is no response initially, address the question to a specific person. Example: "WHAT ABOUT YOU, JOE?"
4. Be aware of the non-verbal behaviors in the room and respond to those that seem to want to participate by asking for their comments.
5. Conclude the discussion by asking group members if they will be willing to share phone numbers so that they can contact each other if necessary. If this suggestion is agreeable, announce that copies of numbers will be provided at the next session (including yours).

Summary and Next Session's Project

(5 minutes)

1. Approximately 5 minutes before time for the one hour session to be over begin to summarize the session's activities: "I HATE TO INTERRUPT SUCH AN INTERESTING DISCUSSION, BUT IT IS ALMOST TIME FOR THE GROUP TO END TODAY AND WE NEED TO BEGIN TO WIND DOWN. WE HAVE ACCOMPLISHED A LOT FOR OUR FIRST MEETING. WE ARE BEGINNING TO MAKE NEW FRIENDS AND SHARE THINGS WITH EACH OTHER. THAT IS EXCITING BECAUSE IT LOOKS LIKE WE WILL HAVE A STRONG, SUPPORTIVE GROUP AND WE CAN HELP EACH OTHER WITH OUR LEARNING GOALS." A comment here that lets the members know that you believe the experience will be a helpful and interesting one for them will do much to encourage their involvement in the group.
2. Tell the group that they will be asked to contribute to the group by participating in activities that will help them learn better. ***NEVER USE THE WORD ASSIGNMENT BECAUSE IT MIGHT CAUSE FEAR AND RESISTANCE!
3. Tell the group about next session's focus: "I WOULD LIKE YOU TO THINK ABOUT LEARNING EXPERIENCES THAT YOU CONSIDERED GOOD AND THOSE THAT YOU CONSIDERED BAD FOR DISCUSSION IN THE GROUP NEXT WEEK."
4. Ask if there are any questions, and if there are none, end the session: "IF THERE ARE NO QUESTIONS,THEN WE'RE FINISHED FOR THIS WEEK. GOODBYE! SEE YOU NEXT WEEK."

5. Remain in the meeting area to say goodbye personally and to be available for those who have additional questions or comments.

SESSION II

Objectives:

- To increase the participants' awareness of self as a learner
- To increase the participants' ability to identify individual learning needs
- To increase understanding of the concept of self-directed learning
- To promote interest in and enthusiasm for the idea of developing personal skills for increasing self-directed learning

Materials Needed: Name tags, pens, paper, flip charts # 3 & # 4, 1 black marker, 1 red marker

Time	Activity
05 minutes	Review and discussion of this session's activities
25 minutes	Thinking About Learning Exercises
25 minutes	Presentation of self-directed learning theory
05 minutes	Summary and discussion of project for next

session

Pre-session

1. Prepare a list of good and bad learning experiences that you can refer to during this exercise in case the members do not readily participate in the discussion.
2. Be available 15 minutes before the session begins to greet members and give them printed name tags.
3. Greet each member by name as much as possible.
4. Wear your name tag with your name printed on it.

Review and Discussion of Session's Activities

(5 minutes)

1. Welcome the group: "WELCOME BACK. IT IS GOOD TO SEE ALL OF YOU."
2. Briefly review last session's activities: "LAST WEEK WE TOOK SOME TIME TO LEARN ABOUT THE PURPOSE OF THE GROUP AND TO GET TO KNOW EACH OTHER." Distribute phone numbers.
3. Provide a brief overview of this session's activities: "THIS WEEK WE WILL LOOK AT HOW YOU LEARN BEST AND TALK ABOUT A WAY TO LEARN THAT GIVES YOU MORE CONTROL OVER YOUR LEARNING."

THINKING ABOUT LEARNING EXERCISE

(25 minutes)

Objectives:

.To determine what learning assumptions the group members have

.To identify similarities and differences regarding assumptions about learning between group members

.To encourage a supportive relationship among group members

Exercise

1. Introduce the exercise: "YOU WERE ASKED TO THINK OF SOME GOOD AND BAD LEARNING EXPERIENCES FOR THIS WEEK. PLEASE TAKE 3 MINUTES TO THINK OF THE WORST LEARNING EXPERIENCE YOU HAVE HAD AND WRITE YOURSELF NOTES ABOUT WHY IT WAS BAD."
3. After 3 minutes, say: "NOW, TAKE 3 MINUTES TO THINK OF THE BEST LEARNING EXPERIENCE YOU HAVE HAD AND WRITE YOURSELF NOTES ABOUT IT."
4. Display flip chart # 3: Learning Experiences

Learning Experiences	
Good	Bad

5. After 3 minutes is up, ask group members to share their experiences and why they saw them as good or bad. Allow 17 minutes for discussion. As the good and bad points are being

made, write them in simple terms on flip chart #3. Write good points with the red marker and bad points with the black marker.

6. Conclude this exercise: "NOW WE HAVE A LIST OF WHAT WE THINK MAKES GOOD AND BAD LEARNING EXPERIENCES. I'LL POST IT ON THIS BULLETIN BOARD SO WE CAN LOOK AT IT EACH TIME WE MEET. IT WILL REMIND US OF HOW WE DO AND DON'T WANT TO LEARN."

Facilitator Tips

Be aware that there are no right answers. Establish an informal, nonthreatening environment and try to keep all activity focused on experience.

* Adapted from LEARNING HOW TO LEARN: APPLIED THEORY FOR ADULTS (Robert M. Smith, 1982, p.173)

SELF-DIRECTED LEARNING THEORY

(25 minutes)

1. Introduce the presentation: "NOW I'D LIKE TO DISCUSS A WAY OF LEARNING WITH YOU THAT ALLOWS YOU TO HAVE SOME OF THESE GOOD LEARNING EXPERIENCES WE HAVE BEEN TALKING ABOUT. IT IS CALLED SELF-DIRECTED LEARNING (SDL) AND IS AN IDEA ABOUT LEARNING THAT IS STUDIED BY STUDENTS WHO WANT TO TEACH ADULTS."
2. Present SDL theory, in an informal, relaxed and enthusiastic

way. Make the presentation a discussion rather than a lecture. Encourage the group to ask questions and make comments: "FEEL FREE TO SPEAK UP IF YOU HAVE ANY QUESTIONS OR WANT TO SAY SOMETHING." Allow 15 minutes for the presentation.

3. Use the following information for the SDL presentation:

A. Self-directed Learning Defined

Self-directed learning is learning that occurs when individuals decide what they want to learn (with or without the help of others), decide what they want to accomplish in their learning, identify people and materials that can be useful in accomplishing their learning goals, choose and carry out learning methods that are appropriate for them, and evaluate the effectiveness of the learning experience (Knowles, 1975).

B. Ask: "WHY WOULD A PERSON WANT TO BE SELF-DIRECTED?"

and bring out the following points in the discussion:

Many studies have shown that the majority of adult learners prefer to be self-directed in their learning. Adult learners typically need to be in control of their lives as much as possible. They like to take responsibility for themselves. Adult learners learn better if they are treated with respect and encouraged to learn what is important to them. People who direct their own learning experiences based on what they need from it are found to learn more things and learn them better than those who sit and wait to be taught by the teacher.

C. Discuss the following characteristics of the self-directed learner related to learning readiness (Guglielmino, 1977):

. independent	. self-confident	. self-starter
. creative	. desires to learn	. goal-oriented
. persistent	. enjoys learning	. good problem-solver
. responsible	. organized	

Display these characteristics on flip chart # 4. Ask the members to share one of these characteristics that they possess and one that they would like to develop.

D. Talk about characteristics of teacher-directed learning versus learner-directed learning (Knowles, 1975).

Teacher-directed	Learner-directed
.formal class	.informal class
.teacher knows all	.all class members contribute information and are valued and respected
.teacher makes decisions about learning needs and plans	.students make decisions about what they need to learn and how they learn best
.teacher directs students	.teacher assists and supports students as needed

E. Discuss group members' feelings and ideas regarding the learner-directed concept.

F. Conclude the discussion/presentation by asking "WHICH OF THE TWO WAYS DO YOU PREFER TO LEARN?" and/or "HOW DO THESE

TWO WAYS OF LEARNING COMPARE WITH THE GOOD AND BAD WAYS LEARNING EXPERIENCES TALKED ABOUT?" Be aware of non-verbal messages in the group and be sensitive to those not actively participating in the discussion. Ask group members: "HOW DO YOU FEEL WHEN YOU ARE TAUGHT LIKE THIS?" (Allow 10 minutes).

FOCUS ON VARIOUS SDL CHARACTERISTICS IN EACH REMAINING SESSION!

Summary and Next Session's Project

(5 minutes)

1. Begin to end the group meeting about 5 minutes before time is up by summarizing the session's activities briefly.
2. Announce the group project for the next meeting: "DURING THE WEEK I WOULD LIKE YOU TO THINK OF ONE THING YOU WANT TO LEARN THAT HAS TO DO WITH ANY PART OF YOUR LIFE. PLEASE BE SURE IT IS SOMETHING YOU BELIEVE IS POSSIBLE IN A SHORT AMOUNT OF TIME. FOR EXAMPLE, BECOMING A MILLIONAIRE IS NOT VERY LIKELY FOR MOST OF US AND CERTAINLY NOT IN A SHORT TIME."
3. Give some examples of different learning goals that group members might choose: "AN EXAMPLE OF A WORK GOAL IS I WANT TO LEARN HOW TO USE A CALCULATOR." "AN EXAMPLE OF A PERSONAL GOAL IS I WANT TO GET ALONG WITH MY HUSBAND BETTER." "AN EDUCATIONAL GOAL MIGHT BE I WANT TO LEARN HOW TO WRITE MY SON A LETTER."
4. Ask if there are any questions.

5. End the session by saying "GOODBYE".
6. Remain in the group meeting room as the members leave to say goodbye personally. Also, it is helpful for the success of the group that you are available to those members who might need to speak with you privately.

SESSION III

Objectives:

- To prepare participants to develop and implement a personal self-directed learning activity
- To encourage support and contributions from each group member
- To encourage group members to provide positive and negative feedback in a helpful, supportive manner

Materials Needed: pens, paper, flip charts #5 & #6

Time	Activity
05 minutes	Review and discussion of this session's activities
15 minutes	Giving and Receiving Feedback
35 minutes	Discussion of defined learning goals by each participant and identification of ways in which these goals can be accomplished through self-directed methods

05 minutes Summary and discussion of project for next session

Pre-session

1. Be available 15 minutes before the session begins to welcome each member personally.
2. Greet each member by name.

Review and Discussion of Session's Activities

(5 minutes)

1. Welcome the group: "IT'S GOOD TO SEE ALL OF YOU HERE TODAY."
2. Briefly review last session's activities.
3. Provide a brief overview of this session's activities: "TODAY WE ARE GOING TO TALK ABOUT WAYS TO TELL OTHER PEOPLE WHAT WE THINK ABOUT THEIR WORK. WE WILL ALSO BE DISCUSSING WHAT YOU DECIDED YOU WANT TO LEARN AND WILL BE DISCUSSING WAYS TO DO THAT."

GIVING AND RECEIVING FEEDBACK

(15 minutes)

Objectives:

. To increase the participant's ability to provide positive and negative feedback in a constructive manner

. To encourage the participants to offer and receive feedback with the understanding that it is a necessary and helpful

part of growth

. To increase the participant's ability to request feedback regarding their performance

. To encourage participants to be open and receptive to constructive criticism and praise

Exercise

1. Introduce the exercise: "FIRST I'D LIKE TO TALK A LITTLE ABOUT HOW TO TELL PEOPLE WHAT WE THINK ABOUT WHAT THEY'VE DONE."
2. Take 4 minutes to discuss the following points on giving and receiving feedback:

   a. Giving feedback

   Usually we only provide feedback about what we see as wrong. The person who only hears what he/she does wrong is not likely to be willing to listen to suggestions for improvement. All of us need to be told what we do well too! So, when providing feedback consider including those things the person does well in addition to comments regarding what he/she does not do well. To offer feedback in a more acceptable way, begin with positive comments, make recommendations for needed changes, and then end the discussion with more positive comments. This is sometimes called "the sandwich effect" with the praise making the suggestions for change "easier to swallow". When making recommendations for change it is most productive to word them constructively. An example of

constructive criticism would be to say, "Your presentation might be more interesting if you involved the group in discussion" rather than, "I found your presentation boring".

b. Receiving feedback

It is helpful to remember when receiving feedback about your performance that no one is perfect. It is hard for some of us to be confronted with our imperfections. However, everyone can benefit from constructive criticism. If feedback is received as valuable information meant to assist you in improving your performance, it can be very useful to you. Praise may be as hard for some to accept as criticism. Openness to positive as well as negative comments will help you improve your performance.

3. Next ask the group to tell you how you have done so far as group leader by using these questions on flip chart # 5:

   a. What have I done well?

   b. What do you see that I need to work on?

   c. What suggestions do you have that might assist me in improving my performance?

The group may be hesitant to provide feedback initially, so begin by offering some self-criticism to let them know that you are open to constructive criticism. A statement such as, "ONE THING THAT I KNOW I NEED TO WORK ON IS MY ORGANIZATION. I WOULD REALLY APPRECIATE YOUR COMMENTS REGARDING OTHER WAYS I NEED TO IMPROVE." Allow 4 minutes.

4. End the exercise by encouraging the group to discuss feelings: "HOW DID YOU FEEL WHEN YOU TOLD ME THINGS YOU DID NOT LIKE ABOUT THE WAY I LED THE GROUP, JOE?" If some members do not participate in the exercise ask: "SOME OF YOU DID NOT TELL ME WHAT YOU LIKED OR DID NOT LIKE ABOUT HOW I LEAD THE GROUP. CAN WE TALK ABOUT THAT?" If you are open to suggestions for your improvement, then the group members will see that giving constructive feedback is a very positive experience. They will also be drawn more closely to you as a person and a leader because you are showing that you value their input for helping you improve.
5. Conclude the exercise with a brief statement like: "THANK YOU FOR GIVING ME SOME POINTERS ON HOW I CAN DO A BETTER JOB."

Learning Goals

(35 minutes)

1. Introduce the discussion: "NOW LET'S LOOK AT THE THINGS YOU WANT TO LEARN AND TALK ABOUT WAYS TO DO IT."
2. Describe a simple learning goal that you have first and demonstrate to the group how you would develop a self-directed learning plan.
3. Next ask members to pair off and spend 5 minutes developing a plan to address the problem identified by one of the pair.
4. Then allow 20 minutes for each pair to briefly describe their plan. Encourage members tactfully to be brief, since time is

so limited.

5. Take a few minutes at the conclusion of this exercise to have the other members describe the problem they have chosen to address.

Summary and Next Session's Project

(5 minutes)

1. Begin to terminate the group about 5 minutes before the end by summarizing the session's activities briefly: "WELL IT'S ABOUT TIME TO GO AGAIN. WE HAVE HAD A GOOD SESSION! WE HAVE LEARNED WAYS TO HELP EACH OTHER AND SOME LEARNING IDEAS AND PLANS ARE BEGINNING TO TAKE SHAPE."
2. Announce the focus for next session: "NEXT TIME, PLEASE BRING PLANS FOR THE LEARNING IDEA YOU HAVE BEEN TALKING ABOUT. WRITE NOTES TO YOURSELF ABOUT EXACTLY WHAT YOU PLAN TO DO. WE WILL DISCUSS THEM IN GROUP AND HELP EACH OTHER."
3. Display flip chart # 6 as an example of a format to follow when developing a SDL plan.

SDL Plan
What you want to learn
Steps you need to take to learn it
1.
2.
3.

3. *Ask if there are any questions.*

4. End the session by saying "GOODBYE" and remain in the room as members leave to say goodbye personally.

SESSION IV

Objectives:

. To encourage the participants to identify beliefs, values and feelings about self that might interfere with self-initiated learning

. To encourage the expression of ideas and feelings regarding plans for self-directed learning activities presented by group members

Materials Needed: pens, paper, flip chart # 7

Time	Activity
05 minutes	Review and discussion of the session's activities
50 minutes	Presentation of self-directed learning plans by each member with discussion of problems and possible solutions
05 minutes	Summary and discussion of project for next session

Pre-session

1. Be available 15 minutes before the session begins to greet members as they arrive.
2. This is a good time to get to know the members personally. Calling each person by name, asking how things are going with them, and showing genuine interest in them as a person do much to assure that members remain in the group.

Review and Discussion of Session's Activities

(5 minutes)

1. Welcome the group:"IT'S GOOD TO SEE ALL OF YOU HERE."
2. Briefly review last session's activities:"LAST WEEK WE....."
3. Provide a brief overview of this week's activities: "THIS MEETING WE WILL TALK ABOUT YOUR PLANS FOR LEARNING AND DISCUSS POSSIBLE SOLUTIONS."

Presentation of SDL Plans

(50 minutes)

1. Suggest that members write notes to themselves during this presentation if they hear ideas or suggestions that they think may be helpful. It is wise to have paper and pens available in case the members do not have any. Tell them that you will keep records of ideas and plans in a group "plan book" for them to refer to each week.
2. Display a format for the "plan book" and tell them they may

wish to write down their plans in the same way. Display flip chart # 7: Self- Directed Learning Plans

Self-directed Learning Plans					
Date	Name	Idea	Plan	Activity	Outcome

3. Introduce the presentation with: "LET'S BEGIN WITH SOME MEMBERS WHO DID NOT GET TO DISCUSS THEIR IDEAS MUCH LAST WEEK. SUSAN, YOU DIDN'T GET TO FINISH TELLING US ABOUT YOUR IDEAS LAST WEEK. WHAT SPECIFIC PLANS DO YOU HAVE THAT WILL HELP YOU WITH YOUR PROJECT ?"
4. Find out what might interfere with the learning activity: "SUSAN, YOU SAY YOU ARE AFRAID TO TRY TO USE THE CALCULATOR. WILL YOU TELL US WHY SO THE GROUP CAN HELP YOU WITH THIS?"
5. Make an occasional comment that encourages the group to continue to work but be sure not to provide too many suggestions or do too much of the talking. Instead, you can get the group to respond to a particular need that you see by a comment such as: "MARY SAYS SHE CANNOT THINK OF WAYS TO KEEP HER HUSBAND FROM BEATING HER. CAN THE GROUP OFFER HER SOME SUGGESTIONS?"

6. Be very sensitive to non-verbal behaviors in the group. For example, if you see Tom sitting in the group with his body turned partially away from the group, smoking constantly, his foot swinging, and his eyes staring down at the floor, he is probably upset about something. This situation calls for a helpful, supportive comment that gives him an opening to talk about what is bothering him. Example: "TOM, YOU SEEM AS IF SOMETHING IS BOTHERING YOU TONIGHT." Give him time to respond. It is likely that he will say something. If he says he does not want to talk about it you might respond, "O.K. TOM. JUST LET US KNOW IF WE CAN HELP IN ANY WAY." Tom may never ask for help. However, the door has been opened, and he knows he is cared about. This may lead to support from members outside of the group too. Never push a member to discuss feelings he or she is not ready to discuss.

Summary and Next Session's Project

(5 minutes)

1. Begin to terminate the group about 5 minutes before the hour is up by summarizing the session's activities briefly: "IT IS TIME TO START WINDING DOWN. WE DID A LOT OF WORK TODAY. THE GROUP HAS COME UP WITH MANY GOOD IDEAS TO HELP EACH OTHER WITH THE LEARNING PLANS."
2. Announce the project for next group's session: "NOW YOU ARE ALL SET TO CARRY OUT YOUR PLANS FOR LEARNING. THIS IS THE WEEK

THAT YOU DO ALL OF THOSE THINGS THAT WE HAVE BEEN TALKING ABOUT. I'D LIKE YOU TO CARRY OUT YOUR PLANS, USING IDEAS FROM THE GROUP THAT YOU FOUND HELPFUL. NEXT TIME EACH MEMBER WILL BE ASKED TO TELL THE GROUP WHAT HAPPENED AND SHOW THEIR PROJECTS IF THAT IS POSSIBLE." Some projects may have to do with interpersonal communication and therefore can only be shared with the group verbally.

3. Ask if there are any questions.
4. End the session: "O.K. THAT'S ALL FOR TONIGHT. HAVE A GOOD WEEK AND I'LL SEE YOU ALL NEXT SESSION."
5. Remain in the meeting room as members leave.

SESSION V

Objectives:

- To encourage the identification of personal strengths and weaknesses related to learning
- To encourage constructive and supportive feedback regarding perceived strengths and weaknesses of other members of the group that might affect their learning
- To encourage group members to be receptive to information that will assist them in diagnosing their own learning needs
- To encourage group members to plan and implement personal change designed to increase self-directed learning

Materials Needed: pens, paper, flip chart # 8

Time	Activity
05 minutes	Review and discussion of this session's activities
20 minutes	Sharing of learning project outcomes
25 minutes	Self-Assessment Exercise and discussion of this session's SDL project outcomes in light of self-assessment
10 minutes	Summary and introduction of next session's focus

Pre-session

1. Be available 15 minutes before the session and begin to greet members as they arrive.
2. Try to make personal contact with those you have not been able to so far. Ask how they are doing and mean it. Get to know them better.

Review and Discussion of Session's Activities

(5 minutes)

1. Welcome the group.
2. Briefly review last week's activities.
3. Provide an overview of this week's activities: "THIS WEEK WE

WILL SHARE THE REPORTS OF OUR LEARNING PROJECTS. THEN WE WILL LOOK AT SOME PERSONAL STRENGTHS AND WEAKNESSES AND SEE HOW THEY MIGHT AFFECT LEARNING PROJECTS."

Sharing of Learning Project Outcomes

(20 minutes)

Have the participants share briefly the results of their efforts to carry out their learning plans. Remind them that it is not always possible to successfully complete a learning plan in a short period of time. Encourage them to see problems as challenges, not roadblocks. Emphasize the importance of persistence. Be free with praise for those who accomplished their goals. Make some specific, positive comment about each person's account.

SELF-ASSESSMENT EXERCISE

(20 minutes)

Objectives

- To encourage the learners to view problems as challenges, not roadblocks
- To increase the learner's understanding of the process of self-diagnosis
- To enable the learner to have an exploratory experience in practicing the process of self-diagnosis

Exercise

1. Introduce the exercise: "LET'S DO AN EXERCISE THAT WILL HELP US UNDERSTAND OURSELVES BETTER. WILL YOU TAKE 2 MINUTES TO WRITE DOWN FOR YOUR OWN USE SOME THINGS ABOUT YOU. LIST AS HONESTLY AS YOU CAN NEGATIVE AND POSITIVE THINGS ABOUT YOU THAT MIGHT RELATE TO YOUR LEARNING." Display flip chart # 8 with examples:

Negative and Positive Characteristics	
Negative	Positive
I put things off	I'm smart
I'm lazy	I'm interested
I get frustrated	I'm determined

2. After 2 minutes, say: "THINK ABOUT HOW THESE QUALITIES HELPED YOU OR BLOCKED YOU IN YOUR LEARNING PROJECT LAST WEEK. ALSO WRITE DOWN WAYS YOU MIGHT CHANGE THE CHARACTERISTIC THAT IS HOLDING YOU BACK."
3. After 2 minutes, say: "LET'S SHARE ONE OF OUR GOOD AND ONE OF OUR NOT-SO GREAT CHARACTERISTICS WITH EACH OTHER. ALSO MENTION HOW THESE THINGS ABOUT YOU HELPED YOU IN YOUR LEARNING PROJECT LAST WEEK - OR HOW THEY BLOCKED YOU AND TELL HOW YOU MIGHT CHANGE THE CHARACTERISTIC THAT IS HOLDING YOU BACK."

Participate in this exercise yourself so that you can

demonstrate your willingness to look at your weaknesses and take steps to improve.

4. Encourage supportive and helpful feedback after each presentation:"SUSAN HAS DESCRIBED WHAT PERSONAL CHANGES SHE CAN MAKE TO ACCOMPLISH HER LEARNING GOALS. WHAT DOES THE GROUP THINK ABOUT HER PLAN?" After allowing time for response ask: "DO YOU HAVE ANY SUGGESTIONS OR RECOMMENDATIONS FOR HER?"
5. Ask the group to provide supportive and helpful feedback regarding individual presentations.

* Adapted from SELF-DIRECTED LEARNING: A GUIDE FOR LEARNERS AND TEACHERS (Knowles, 1975, p.81).

Summary and Next Session's Project

(10 minutes)

1. Begin to terminate the session about 10 minutes before time for the session to be over by briefly summarizing the session's activities.
2. Announce the next group project: "FOR NEXT TIME, PLAN AND CARRY OUT ANOTHER LEARNING PROJECT. USE MORE PEOPLE OR MATERIALS TO HELP YOU THAN YOU HAVE BEEN USING. YOU MAY DECIDE TO USE BOOKS, NEWSPAPERS, LIBRARIES OR MANY OTHER THINGS THAT WILL HELP YOU WITH YOUR PLANS. LET'S TAKE A FEW MINUTES RIGHT NOW FOR YOU TO CHOOSE YOUR PROJECT. SAM, WHAT DO YOU THINK YOU MIGHT WORK ON?" Take a quick poll of topics. If anyone is having trouble choosing one, let them know you will be

available to talk with them after class.

3. Ask if there are any questions.
4. End session: "IF THERE ARE NO MORE QUESTIONS OR COMMENTS, GOODBYE. SEE YOU NEXT WEEK. WE'LL SPEND THE WHOLE SESSION NEXT WEEK TALKING ABOUT YOUR PROJECTS, THE RESOURCES YOU USED, AND HOW YOU OVERCAME ANY PROBLEMS."
5. Remain in the group room to visit with members as they leave or to discuss possible projects.

SESSION VI

Objectives:

- To encourage the involvement of all group members in assisting fellow participants to identify and learn skills and behaviors that will increase their ability to be self-directed learners
- To identify and discuss feelings and thoughts related to the SDL activity

Materials Needed: pens, paper, flip chart #'9

Time	Activity
05 minutes	Review of previous session and discussion of this session's activities
50 minutes	Presentation by group members of the outcome of

the implementation of their plan for an SDL activity with feedback from group members

05 minutes Summary and assignment for the next session

Pre-session

1. Be available 15 minutes before the session begins to greet members as they arrive.
2. Try to make personal contact with those you have not been able to so far. Ask how they are doing and mean it. Get to know them better.

Review and Discussion of Session's Activities

(5 minutes)

1. Welcome the group.
2. Briefly review last week's activities.
3. Provide an overview of this session's activities: "NOW IT'S TIME TO TALK ABOUT HOW THINGS WENT WHEN YOU CARRIED OUT YOUR LEARNING PLANS. I'LL ASK EVERYONE TO SHOW THEIR PROJECTS IF THAT IS POSSIBLE AND TELL WHAT WENT RIGHT AND WHAT WENT WRONG WITH THEIR PROJECTS. WE'LL ALSO SPEND SOME TIME AS A GROUP HELPING EACH OTHER DECIDE WHAT CAN BE DONE DIFFERENTLY TO MAKE THINGS GO BETTER NEXT TIME."

Outcomes of SDL Activities

(50 minutes)

1. Begin this session with: "O.K., LET'S HEAR WHAT HAPPENED. WHO WANTS TO START." First see if you get a volunteer before you call on someone. If no one responds, then ask someone: "WHAT ABOUT YOU, JOE?"
2. As each member discusses the experience, encourage them to discuss in detail what problems they encountered: "IT SOUNDS AS IF YOUR HUSBAND WASN'T HEARING YOU. WHAT DO YOU THINK WAS GOING ON?"
3. Encourage members to look at other approaches: "SO THAT DIDN'T WORK. WHAT ELSE COULD YOU DO?"
4. Ask other members to help problem-solve:"WHAT HELPFUL SUGGESTIONS DOES THE GROUP HAVE? TRY TO REMEMBER, AS YOU MAKE SUGGESTIONS, OUR DISCUSSION ABOUT GIVING FEEDBACK IN HELPFUL WAYS." Suggest that members make notes to themselves of helpful suggestions.
5. Concentrate on feelings related to the SDL activities: "HOW DID YOU FEEL AFTER DOING IT THAT WAY, JOE?", or to the group "LET'S TALK ABOUT THE FEELINGS YOU HAD ABOUT YOUR PROJECT."
6. Continue to be sensitive to unspoken messages in the group. It is often very difficult to talk about feelings in a group. A group atmosphere of support and concern will encourage members to trust enough to share feelings. This group atmosphere is promoted by caring, concern and support shown by the group

leader.

Summary and Next Session's Project

(5 minutes)

1. Begin to terminate the session about 5 minutes before the hour is up by summarizing the session's activities briefly.
2. Announce the focus for the next session: "FOR NEXT TIME I'D LIKE YOU TO THINK OF 2 OR 3 LONG-TERM LEARNING ACTIVITIES YOU MIGHT WANT TO DO IN THE FUTURE OR ARE DOING NOW, SUCH AS LEARNING TO BECOME A BETTER PARENT, LEARNING TO RAISE VEGETABLES, LEARNING TO SEW, OR LEARNING TO TUNE UP A CAR. TRY TO THINK OF A PROJECT THAT WOULD TAKE AT LEAST 8 HOURS TO COMPLETE. I'D ALSO LIKE YOU TO THINK ABOUT SPECIFIC PEOPLE YOU CAN USE TO HELP YOU WITH YOUR LEARNING PROJECTS AND HOW YOU CAN GET THEM TO HELP YOU." Display flip chart # 9 to be used as a guide to assist the group with assignment:

	Resources	
Subject	Resource	Why
1.		
2.		

3. Ask them to be prepared to share these with the group at the next meeting. List the 2 things on the flip chart: 1) 2-3

long-term learning projects; 2) resource people.

4. Ask if there are any questions.
5. End the session: "IF THERE ARE NO MORE QUESTIONS, I'LL SEE YOU NEXT WEEK."
6. Remain in the meeting room as members leave to say goodbye personally and to be available if members need to talk with you.

SESSION VII

Objectives:

- To increase participants' skill in gaining knowledge from a resource person
- To encourage the group members to see others within the group, or outside of the group, as potential resources for learning
- To encourage thought and discussion about longer-term self-directed learning projects

Materials Needed: pens, paper

Time	Activity
05 minutes	Review and discussion of this session's activities
20 minutes	Discussion of long-term SDL activities and of

people identified as useful learning resouces

30 minutes Learning From A Resource Person Exercise

05 minutes Summary and project for next week

Pre-session

1. Be available in the group meeting room 15 minutes before the session begins to greet members as they arrive.
2. Speak to as many members by name as possible, and make comments that let them know that you care about them as people.

Review and Discussion of Activities

(5 minutes)

1. Welcome the group.
2. Briefly review last week's activities: "LAST WEEK WE...."
3. Provide an overview of the activities for this session: "TODAY I'LL ASK EACH OF YOU TO TELL US BRIEFLY ABOUT YOUR POSSIBLE LONG-TERM LEARNING PROJECT AND ABOUT PEOPLE YOU THINK COULD HELP YOU WITH YOUR LEARNING PROJECTS. THEN LAST, WE'RE GOING TO DO AN EXERCISE TO HELP YOU LEARN FROM ANOTHER PERSON."

SDL Activities and Learning Resources

(20 minutes)

1. Introduce the discussion with: "LET'S TAKE ABOUT 20 MINUTES SO EACH OF YOU CAN REPORT ON THE LONG-TERM PROJECTS YOU ARE DOING

OR MIGHT WANT TO DO, AND WHO YOU DECIDED COULD HELP YOU WITH YOUR LEARNING AND HOW YOU MIGHT GET THEM TO HELP YOU. NOW, I REALIZE THAT IS A LOT IN 20 MINUTES, SO LET'S GET STARTED. MARY, WILL YOU BEGIN PLEASE AND THEN WE'LL CONTINUE TO YOUR RIGHT."

2. Tactfully and supportively keep the presentations moving so that they can finish in 20 minutes.
3. Conclude the presentations with: "NOW THAT EACH OF YOU HAS SHARED SOME IDEAS ABOUT HOW TO ASK FOR HELP WITH LEARNING, LET'S DO A ROLE PLAY THAT WILL SHOW HOW THIS CAN BE DONE."

LEARNING FROM A RESOURCE PERSON

(30 minutes)

Objectives

.To increase the participant's ability to gain knowledge from another individual

.To encourage participants to see other individuals as potential resources for learning

Exercise

1. Before the exercise, identify an area that you know something about that is not directly related to the group emphasis (e.g. camping, fishing, cooking).
2. Introduce the exercise: "THIS EXERCISE WILL SHOW HOW YOU CAN GET INFORMATION FOR LEARNING PROJECTS FROM A RESOURCE

PERSON."

3. Ask for a volunteer from the group who knows nothing about the topic: "I'D LIKE SOMEONE WHO KNOWS NOTHING ABOUT CAMPING TO HELP ME IN A ROLE PLAY. THIS PERSON WILL INTERVIEW ME TO LEARN ABOUT CAMPING."
4. After the volunteer has agreed, say "THANK YOU FOR AGREEING TO HELP, MARY. BEFORE WE START, I'D LIKE THE GROUP TO GIVE MARY SOME SUGGESTIONS FOR QUESTIONS TO ASK ME."
5. As the group makes suggestions, ask the interviewer to make notes regarding the suggestions.
6. Conduct the interview in front of the group so all can see. Instructions to the interviewer: "YOU WILL HAVE 5 MINUTES TO INTERVIEW ME. TRY TO GET INFORMATION FROM ME THAT WILL HELP YOU LEARN WHAT YOU WANT TO KNOW ABOUT CAMPING. DECIDE WHAT YOU WANT TO KNOW BEFORE WE BEGIN. YOU CAN USE QUESTIONS SUGGESTED BY THE GROUP OR OTHERS YOU THINK ARE NEEDED."
7. Instructions for the group: "I'D LIKE TO ASK THE REST OF YOU TO OBSERVE THE INTERVIEW CLOSELY, BUT DO NOT SAY ANYTHING WHILE IT IS GOING ON. SEE WHERE I AM BEING HELPFUL AND WHERE YOU WOULD ASK MORE QUESTIONS TO GET ME ON THE RIGHT TRACK."
8. Beginning the interview: "I'D LIKE YOU TO DO WHATEVER YOU CAN TO SEE THAT WE UNDERSTAND EACH OTHER IN THE INTERVIEW AND THAT YOU GET THE INFORMATION YOU WANT. REMEMBER, YOUR

PURPOSE IS TO FIND OUT SOME SPECIFIC THINGS ABOUT CAMPING. WHAT HAVE YOU DECIDED YOU WANT TO KNOW"? (Encourage a listing of at least 3 things.) "O.K. REMEMBER, KEEP ASKING QUESTIONS UNTIL YOU FIND OUT WHAT YOU NEED TO KNOW. READY? O.K. LET'S BEGIN THE INTERVIEW, MARY."

9. During the interview, respond very supportively to the first question. Then go on a tangent, saying something like "YOU KNOW, SKIING IS A NICE HOBBY TOO. HAVE YOU BEEN SKIING?" Depending on the skill and confidence of the interviewer, go off the track one or more other times.

11. After the interview, ask the interviewer to tell how she felt as the interviewer and ask: "HOW DID YOU DEAL WITH ANY PROBLEM THAT CAME UP?" Allow 5 minutes. Ask the group to give Mary a hand for being such a good sport. Point out that you were purposely being difficult part of the time to show that a person can get the information he or she needs even if the resource person does not cooperate. Emphasize that most people are flattered by being asked for information and will happily answer questions.

12. End the session with a discussion of feelings of the group about the exercise and suggestions from the group for other approaches. Examples: 1) "LET'S TALK ABOUT HOW THE GROUP FELT ABOUT THE INTERVIEW"; 2) "WHAT SUGGESTIONS DO YOU HAVE TO DEAL WITH SOME OF THE PROBLEMS THAT MARY HAD IN THE INTERVIEW?" List helpful approaches on a sheet of paper and

post them in the meeting room.

* Adapted from LEARNING HOW TO LEARN: APPLIED THEORY FOR ADULTS (Robert M. Smith, 1982, p. 175).

Summary and Next Session's Project

(5 minutes)

1. Begin to wrap-up the session about 5 minutes before time for it to end by briefly summarizing the session's activities.
2. Announce project for next session: "FOR NEXT TIME, I'D LIKE YOU TO PLAN AND CARRY OUT ANOTHER PROJECT. THIS TIME YOU ARE ASKED TO USE SOMEONE BESIDES A GROUP MEMBER TO HELP YOU PLAN IT OR CARRY IT OUT. SOME EXAMPLES ARE YOUR NEIGHBOR, A FRIEND, A CHILD OF YOURS, OR A MINISTER."
3. Do a mini-role play with a group member as a way of demonstrating the assignment. Ask, "JOE, WILL YOU PLAY THE ROLE OF MY NEIGHBOR? I'LL ASK YOU FOR HELP." An example of a request for help is: "JOE, I AM WORKING ON LEARNING MY MULTIPLICATION TABLES IN SCHOOL AND WONDERED IF YOU WOULD BE WILLING TO HELP ME WITH THEM?"
3. Ask if there are any questions.
4. End the session: "IF THERE IS NOTHING MORE, THAT'S ALL FOR TODAY. SEE YOU NEXT WEEK."
5. Remain in the meeting room as members leave to say a personal goodnight and allow some time if they wish to talk to you.

Session VIII

Objectives:

- To encourage the identification of feelings related to soliciting assistance from others
- To encourage the identification within the group of ways in which any discomfort or hesitance to request assistance from a resource person might be overcome

Materials Needed: pens, paper

Time	Activity
05 minutes	Review and discussion of the session's activities
50 minutes	Presentation and discussion of SDL activities and the use of a resource person
05 minutes	Summary and discussion of focus for next week

Pre-session

1. Be available in the meeting room to greet members as they arrive.
2. Make personal contact with as many members as possible. Make a point of interacting with those members that you feel you still do not know well.

Review and Discussion of Session's Activities

(5 minutes)

1. Welcome the group.
2. Briefly review last week's activites.
3. Provide an overview of the activities of this session: "TONIGHT WE WILL BE DISCUSSING YOUR PROJECTS FOR THE WEEK AND WHAT HAPPENED WHEN YOU ASKED OTHER PEOPLE FOR HELP WITH THEM."

SDL Activities and Resources

(50 minutes)

1. Introduce the discussion: "TODAY WE WILL USE ALL OF OUR GROUP TIME FOR YOU TO TELL ABOUT YOUR PROJECTS THIS WEEK AND HOW THEY WENT FOR YOU. WHO WANTS TO START?" If no one volunteers to start, ask someone who appears ready.
2. Remember to encourage members to talk about what resources they used and any difficulty they may have had.
3. As each individual discusses his project, ask the group to provide helpful feedback for them. Encourage discussion of additional resources or approaches which could be used, also.
4. Encourage members to share feelings about asking for help with their projects. Example: "JOE, HOW DID YOU FEEL WHEN YOU ASKED YOUR NEIGHBOR TO HELP YOU READ?"
5. If there is limited response from the group regarding feelings, it is o.k. for you to give personal responses to similar situations. An example: "I KNOW THAT IT REALLY BUGS

ME TO HAVE TO ASK FOR HELP SOMETIMES. I LIKE TO DO THINGS FOR MYSELF." A limited response like this is good because it shows that you have some of the same feelings and concerns that they do. However, be careful that you limit it and do not use the group to discuss your personal problems and views.

6. Involve all group members by directing questions or comments to those who are not participating. Example: "WHAT LUCK HAVE YOU HAD THIS WEEK, SUSAN?"

Summary and Next Session's Project

(5 minutes)

1. Begin to terminate the session about 5 minutes before it is over by summarizing the session's activities.
2. Announce the next project and point out that two meetings are left for the group: "WE ONLY HAVE TWO MORE MEETINGS LEFT. FOR NEXT WEEK WILL YOU WRITE DOWN WHAT IDEAS, BEHAVIORS, AND ATTITUDES YOU HAVE THAT HAVE HELPED YOU OR INTERFERED WITH YOU BEING A MORE SELF-DIRECTED LEARNER. ALSO, PLAN AND CARRY OUT ANOTHER LEARNING ACTIVITY BEFORE NEXT SESSION."
3. Ask if there are any questions.
4. End the session: "WELL, IF THERE ARE NO MORE QUESTIONS I'LL SAY GOODBYE. SEE YOU ALL NEXT WEEK."
5. Remain in the group room as members leave to allow time to speak with them personally.

SESSION IX

Objectives

- To encourage group members to describe characteristics of the self-directed learner
- To involve participants in identifying those abilities, attitudes and skills which have assisted them in their SDL efforts
- To encourage participants to identify other abilities, skills and attitudes that might be helpful in increasing their self-directed learning
- To explore feelings related to termination of the group at the following session

Materials Needed: pens, paper, flip chart # 10

Time	Activity
05 minutes	Review and discussion of the session's activities
35 minutes	Group discussion of abilities, skills, and attitudes that influence their self-directed learning ability
15 minutes	Discussion of feelings regarding termination of the group
05 minutes	Summary and discussion of project for the next session

Pre-session

1. Be available in the group meeting room 15 minutes before the session begins to greet members and visit with them.

Review and Discussion of Session's Activities

(5 minutes)

1. Welcome the group.
2. Briefly review last session's activities.
3. Provide a brief overview of this session's activities: "WE ONLY HAVE ONE MORE MEETING AFTER THIS ONE. WE'LL SPEND SOME TIME TONIGHT DISCUSSING THOSE ATTITUDES, FEELINGS AND BEHAVIORS THAT EITHER HELP YOU OR HURT YOU WHEN YOU TRY TO LEARN ON YOUR OWN. THE REST OF THE TIME WE WILL DISCUSS OUR FEELINGS ABOUT THE GROUP ENDING."

Influences on SDL Ability

(35 minutes)

1. Introduce the exercise: "FIRST LET'S DISCUSS THINGS ABOUT YOU THAT HAVE HURT OR HELPED YOU LEARN ON YOUR OWN. SCOTT, WILL YOU BEGIN BY SHARING THE THINGS YOU CAME UP WITH."
2. List on flip chart #10 positive and negative abilities, skills, and attitudes that members identify:

Abilities, Skills and Attitudes That Affect Self-directed Learning	
Positive	Negative

Post the chart in the room after the exercise.

3. Reinforce positive statements and feelings. Example: "I AGREE SCOTT, YOU SEEM TO WANT TO LEARN AND TRY VERY HARD."
4. Encourage members to help each other find ways to overcome the weaknesses that they identify: "WHAT SUGGESTIONS CAN THE GROUP OFFER SCOTT TO HELP HIM BE MORE PATIENT WITH LEARNING ?"

Discussion of Termination of the Group

(15 minutes)

1. Introduce the discussion: "NEXT WEEK IS THE LAST TIME THE GROUP MEETS. I FEEL THAT WE HAVE BECOME CLOSE OVER THE LAST FEW WEEKS AND I AM SAD ABOUT THE GROUP ENDING. HOW IS THE REST OF THE GROUP FEELING?"
2. Ending a relationship is often very difficult, but feelings need to be discussed. Be very sensitive and supportive in trying to encourage members to talk about feelings. Also, remember that some members may not want to discuss the issue. Just open up the topic and allow time for those who wish to discuss it.

Summary and Next Project

(5 minutes)

1. Begin to terminate the group about 5 minutes before time is up by summarizing the session's activities briefly.
2. Announce the project for the next session: "FOR NEXT WEEK, DO ANOTHER SELF-DIRECTED LEARNING ACTIVITY AND THINK ABOUT FUTURE LEARNING PROJECTS YOU MIGHT DO. ALSO, PLEASE WRITE NOTES TO YOURSELF ABOUT PARTS OF THIS GROUP THAT YOU FOUND HELPFUL FOR YOUR LEARNING AND THINK ABOUT ANY FEELINGS OR THOUGHTS ABOUT THE GROUP ENDING THAT YOU WANT TO DISCUSS.
3. Ask if there are any questions.
4. If there are no questions, end the session.
5. Remain in the meeting room as the members leave to say goodbye personally and to be available if anyone needs to talk to you. The issue of termination of the group might bring out feelings of loss, sadness, anger or many others. So, be sensitive to this and be prepared to spend time after the session with a member who needs to talk about it.

SESSION X

Objectives

. To encourage the group to identify strengths and weaknesses of this learning experience

. To encourage the members to share feelings about the

termination of the group

. To encourage the group members to discuss their learning plans for the future

Materials Needed: Evaluation tool (Appendix A), flip chart # 11

Time	Activity
05 minutes	Review and discussion of this session's activities
20 minutes	Presentation and discussion of SDL activities and future learning plans
15 minutes	Group discussion related to the value of the learning group
20 minutes	Discussion of feelings related to termination, summary and goodbyes.

Pre-session

1. Be available in the group meeting room to greet members 15 minutes before the session begins.
2. Be particularly aware of anyone who looks as if he or she needs to talk. Again, the end of the group will be a difficult time for some and they may want to talk about it.

Review and Discussion of Session's Activities

(5 minutes)

1. Welcome the group.
2. Briefly review last session's activities.
3. Provide a brief overview of group activities: "WELL, THIS IS OUR LAST MEETING. TODAY I'LL ASK YOU TO SPEND ABOUT 20 MINUTES BRIEFLY DESCRIBING YOUR SDL PROJECT FOR THIS WEEK AND ANY FUTURE SELF-DIRECTED LEARNING PLANS YOU MIGHT HAVE. THEN I'LL ASK THE GROUP TO DISCUSS THINGS THAT WERE HELPFUL AND NOT HELPFUL ABOUT THE GROUP. WE'LL ALSO SPEND SOME MORE TIME TALKING ABOUT FEELINGS REGARDING THE GROUP ENDING IF THAT IS NEEDED."

SDL Activities and Future Learning Plans

1. Introduce the discussion: "LET'S TAKE THE FIRST 20 MINUTES TODAY TO HAVE EVERYONE TELL WHAT THEIR LEARNING PROJECT WAS SINCE THE LAST SESSION AND DESCRIBE ANY PLANS FOR SELF-DIRECTED LEARNING PROJECTS IN THE FUTURE."
2. Remember that only 20 minutes is allotted for this presentation.
3. Conclude this discussion: "SOUNDS LIKE A LOT OF PLANS TO CONTINUE TO LEARN ON YOUR OWN. GOOD LUCK WITH THOSE PROJECTS!"

Evaluation of the Group Experience

(15 minutes)

1. Introduce the discussion: "NOW THAT YOU HAVE HAD A WEEK TO GIVE SOME THOUGHT TO IT, WILL YOU GIVE ME SOME FEEDBACK ON HOW THE GROUP WAS HELPFUL OR NOT HELPFUL FOR YOU."
2. Encourage the members to talk about how the group helped them personally, with their learning efforts, and with work related efforts.
3. List specific achievements, skills, and attitudes identified by members as resulting from their group experience on a flip chart. Also list suggestions for improvement of the group.

   Flip chart #11:

Evaluation of the Group	
How it helped	Improvement Suggestions

4. As the discussion is proceeding, emphasize what has been learned and gained. The poor self-concepts of some of the students might continue to keep them from recognizing their improvement and believing that they are doing well.

The End of the Group

(20 minutes)

1. Introduce the discussion: "WE ONLY HAVE ABOUT 20 MINUTES LEFT IN THE MEETING. I WONDERED IF WE NEED TO SPEND TIME TALKING ABOUT ANYTHING ELSE? DOES ANYONE HAVE ANYTHING THEY WOULD LIKE TO SAY BEFORE WE LEAVE?" This provides them with an opening if anyone wishes to speak. Allow quiet time so people can think. Be aware of the different members' postures and facial expressions that might give you a clue to whether they wish to discuss anything.
2. Thank the group for participating in the study and ask each member to complete an evaluation.
4. End the meeting when time is up: "IT'S TIME TO GO NOW. I HAVE TRULY ENJOYED GETTING TO KNOW YOU AND I HOPE THAT ALL GOES WELL FOR YOU."

FLIP CHART MASTER LIST

Flip Chart # 1

(Your Name)

Flip Chart # 2

Introductions

Name

What you are

Who you are

Flip Chart # 3

Learning Experiences

Good Bad

Flip Chart # 4

The Self-directed Learner

- independent
- creative
- persistent
- responsible
- self-confident
- wants to learn
- likes to learn
- organized
- self-starter
- goal-oriented
- good problem-solver

Flip Chart # 5

Giving Feedback

What nave I done well?

What do I need to work on?

What suggestions do you have to help me?

Flip Chart # 6

SDL Plan

What you want to learn

Steps you need to learn it

1.

2.

3.

Flip Chart # 7

Self-directed Learning Plans					
Date	Name	Idea	Plan	Activity	Outcome

Flip Chart # 8

Negative and Positive Characteristics	
Negative	Positive
I put things off	I'm smart
I'm lazy	I'm interested
I easily frustrated	I'm determined

Flip Chart # 9

Resources		
Subject	Resource	Why
1.		
2.		
3.		

Flip Chart # 10

Abilities, Skills and Attitudes That Affect Self-directed Learning	
Positive	Negative

Flip Chart # 11

Evaluation of the Group	
How it Helped	Improvement Suggestions

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APPENDIX A

_____ Name

_____ Date

Evaluation - Self-Directed Learning Group

Circle the number that applies to you

	Not helpful				Very helpful
1. How helpful were these sessions for you?	1	2	3	4	5
2. Did the sessions help you improve your skills for learning on your own?	1	2	3	4	5
3. Did the sessions help you understand yourself better as a learner?	1	2	3	4	5

Please respond in writing:

4. What parts of the sessions were most helpful? Why?

5. What parts were least helpful? Why?

6. Please give suggestions for improving the laerning group.

7. Add any additional comments you would like to make:

Number of sessions you attended:_____

THANK YOU FOR YOUR HELP!

END

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Date Filmed

March 29, 1991